



# GARDEN SCHOOL NEWSLETTER



Richard Marotta, Ph. D., Headmaster

Volume 95 Number: VI

"Cultivating Success in Every Child"

Friday, October 27, 2017

## Thoughts for the Week



By **Richard Marotta, Ph.D., Headmaster**



For the past year or so, we have been hearing stories about fake news. Essentially, fake news are stories that are made up and distributed by the media , broadcast, cable and social, about political, social and scientific events. Clearly, the purpose behind fake news stems from the desire, both political and social, to influence public thinking about issues, elections and, mostly to determine whose version of reality will be the accepted version.

In some ways, this brings nothing new to the public conversations. Fake news has always existed; we simply referred to it as propaganda. We have seen this most vividly throughout the twentieth century in various political movements. Goebbels said that the Nazi regime would have never succeeded without the propaganda value of the radio. However, in many ways the situation has grown worse because of the prevalence of social media and the ease with which fake news can be disseminated. No barriers filter the information that can be posted on the internet; there is no vetting process through which information is filtered for accuracy and its correspondence to reality. And most of all, no amount of retraction and correction has been successful in countering these instances of misinformation. In some ways, this resembles the blue horse story told by judges. When a lawyer mentions something inappropriate or inadmissible in a courtroom, the judge will direct the jury to disregard what has been said. This is impossible to do, just as if I tell you a story about a blue horse and then tell there is no such thing. You are imagining a blue horse. Fake news on the internet is a blue horse.

Just last week the Italian Ministry of Education announced a program for its schools to combat the presence of fake news. The New York Times reported on Thursday, October 19, 2017, that teachers in Italy are teaching the dangers of fake news and are creating "lessons...to train a generation of students steeped in social media how to recognize fake news and conspiracy theories on line." This is a remarkable addition to the traditional Italian curriculum, a shift that clearly responds to the intellectual, social and political danger created by a non-vetted media.

I think that every school should begin teaching students how to distinguish between what is true and what is fabricated. We owe it to our students, our society and our intelligence to insist that we receive news that is true and verifiable. Our Garden Character Value of Honesty, and our insistence on critical thinking supports this project as well. We teach our students how best to be truthful with us and with each other; to use proofs in mathematics; to use the scientific method of observation and experimentation; we teach the use of multiple sources in the humanities; now we must teach our student how to verify media and social media stories. Learning and knowing the difference between the true and the false is a fundamental human right!

Richard Marotta, Ph.D.  
Headmaster



**New for 2017-2018  
Newsletter!**

**DATES TO REMEMBER:**

- Friday, October 27: PTA Halloween Parties!
- Tuesday, October 31: Jackson Heights Halloween Parade, 4:45 PM see p. 7
- Friday, November 3: Marking Period 1 Ends
- Thursday, November 9: Report Cards Distributed
- Friday, November 10: Report Cards Returned
- Wednesday, November 15: Parent/Teacher Conferences start at 3PM
- Thursday, November 16: Thanksgiving Feast for entire school
- Thursday, Nov. 23 – Friday, Nov. 24: School Closed for Thanksgiving Holiday

**Teacher and staff names by the articles are also email links!**

**Merit Scholarship Exam Saturday, December 9th, 9:00 AM**

**Garden School**  
Cultivating Success in Every Child

Realistic Alternative to Manhattan Schools  
Near Public Transportation / Private Bus Available

Nursery to Grade 12, Independent College Prep School

- NYS AIS accredited, strong academics, small classes
- AP Classes, athletics, college counseling, character education

**Saturday, December 9th - 9:00am**

Open House for all families, Nursery to Grade 12

- Presentation 9:00 am - 11:30 am.
- Children welcome. Refreshments served.

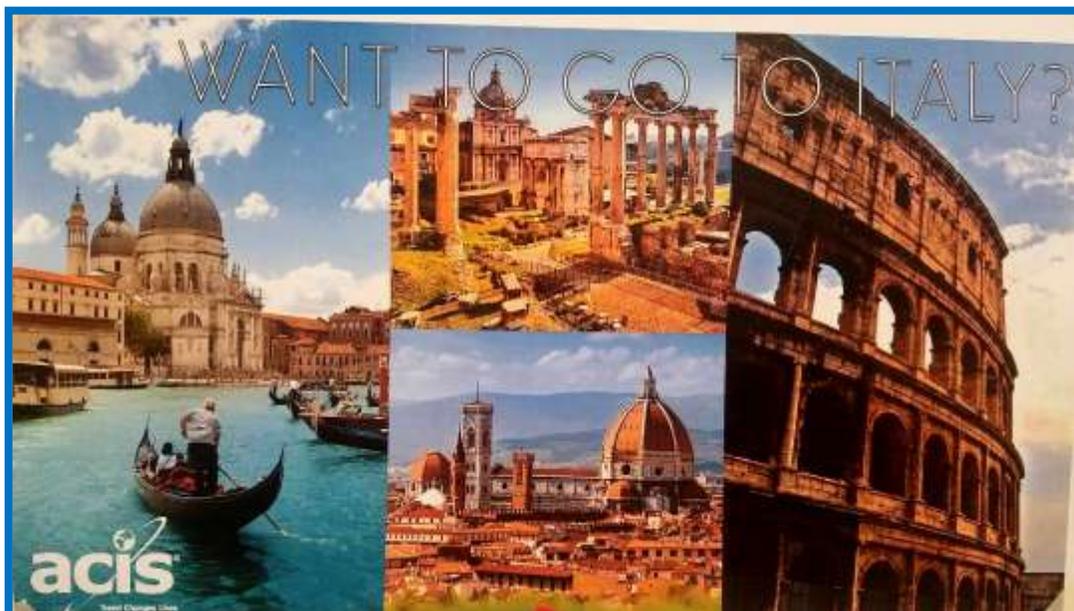
Merit Scholarship Exam for grades 5-9, pre-register by 12/2/17

- Arrive by 9am for presentation. Open House until 11:30am
- Children welcome, No RSVP, Refreshments served

Merit award winners receive 25%-100% tuition discounts  
Merit families receive school tour during Merit Exam

For more information and forms: <http://www.gardenschool.org/admissions/merit-scholarship-program/>

**Sign Up for This Year's International Trip to Italy on Page 8!**





## *Garden School Annual Fund Appeal Letter 2017*

Dear Garden School Families,

School is back in session, and it is time once again for all Garden families to support Garden School's most significant fundraiser, The Annual Fund.

All independent schools depend on fundraising every year, and in particular, on families donating to The Annual Fund. Tuition does not cover all the expenses of providing the first-rate, well-rounded, and enriched education that you have chosen for your child and your involvement in fundraising is expected in order to close that gap.

Last year, this community raised \$50,000 towards The Annual Fund and we thank you for your support in achieving that milestone. With your help, we continue to improve our educational offerings and our physical plant in ways seen and unseen:

- Ensuring our continued excellence through NYS AIS accreditation
- Improving campus security
- Upgrading the school heating system for cost efficiency
- Renovation and bricking of the front entrance walk
- Renovation of Upper Division's Room 23
- Installation of two hydration stations to reduce bottle waste and keep Garden "green"
- New doors for our Main Hall rooms

Also, through a generous alumni donation, we launched Garden's popular Amateur Radio Club that adds to our technology and science offerings, and which recently won a Blue Ribbon at the NY Makers Faire. These and other improvements are made possible by your donations. More necessary program and facility improvements are planned, and your participation in The Annual Fund remains critical. Longer term plans include renovating the Science Lab in the Main Hall and renovating several more classrooms. We need your help with these capital projects and for you to support the successful implementation of Garden School's mission!

We count on every Garden family being generous, and our more imperative goal is 100% family participation. We must have your help to achieve that goal! Our Board of Trustees has demonstrated its leadership once again by pledging over \$10,000 in contributions to the Annual Fund—all in support of Garden School's Mission. We ask you to make a donation to The Annual Fund and help us reach our goals.

Please join me in celebrating our school and in supporting its mission to educate our students to the highest of academic, social and personal standards.

Please go to [www.gardenschool.org/giving](http://www.gardenschool.org/giving) for information or to make your donation online. On behalf of all alumni, current, and future generations of Garden students, we thank you for your generosity.

Sincerely,

Richard Marotta, Ph.D.  
Headmaster  
Alumni Parent '00  
Current Grandparent '31, '34

Michael Rakosi, '64  
President, Board of Trustees

Jean Kinn, Alumni Parent '06  
Chair, Annual Fund  
Member, Board of Trustees



## ***International Night***

**By:** [Greig Roselli](#) (English Language Academy and International Club)  
[Sara Blakeley](#) and [Tom Heineman](#) (Math, Fine arts Faculty and Japan Club)  
[Agustin Melara](#) (World Languages and Diversity Club)

As United Nations week's celebration comes to a close, we would like to take a moment, as a faculty, to thank key players who made the series of international events these past few days a success.

First, thank you to the teachers, administrators, and staff members who put in their time and talent to make food, prepare tables and coordinating the cleanup effort for International Night. In addition, we would like thank the Parent Teacher's Association for rallying support from parents and kids to infuse International Night with song, dance, and food. It was a fun night for all!

Second, a special thanks to Mr. Gomis for coordinating the activities for United Nations week. As teachers, we felt accenting United Nations Week within a broader international context was an effective way to heighten social issues that affect all of us. Also, our guest speaker from the United Nations, Fabrizia Yazaki., really underscored for our students the challenges facing nations as we struggle to improve social development in our world.

By raising \$1,732, we are able to donate much-needed resources to help our friends in earthquake ravaged areas of Mexico and provide food and shelter to a decimated Puerto Rico. Go team!

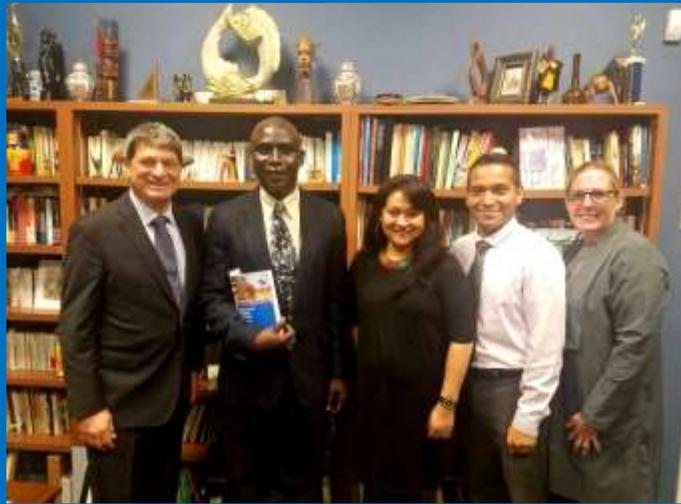
We'd love to hear your ideas for making future International Nights a success. Also if you have any ideas about how we can highlight important global concerns and make them salient for our students volunteer we'd love to hear from you.





## ***United Nations Week***

All this week, Garden School and the student have been commemorating United Nations Week with a series of activities that have included special classes about the United Nations (UN), field trips to the UN with guided tours, including the Security Council chamber, with special guest speaker, Ms. Fabia Yazaki, who spoke to the students about her duties and field work on behalf of the UN, a whole school UN-shaped photo, a UN Global Knowledge Quiz with prizes, and International Night, a truly global celebration of cultures from around the world.







*March with Garden in this Year's Parade!*

The 27th Annual  
Jackson Heights  
**HALLOWEEN PARADE**

ART BY JOHN CEBOLLERO

**Tuesday Oct. 31 5 PM**  
From 89th to 76th Streets on 37th Ave.  
Sponsored by the Jackson Heights Beautification Group  
Co-Chairs John McCaffrey Jr., Nuala O'Doherty and Edwin O'Keefe Westley

*Meet at 4:45 pm on SE Corner of  
37th Ave. and 89th Street. Jim Gaines for more details...*



## Italy 2018 Travel Permission Slip

[\(Click Here to See Trip Brochure Online\)](#)

Name \_\_\_\_\_

(Exactly As it appears on your passport. Attach a photocopy of passport and two passport photos)

Passport \_\_\_\_\_

(Origin).

(Number).

(Expiration)

This is to certify that my son/daughter \_\_\_\_\_ will be traveling with Garden School to Italy from Friday, February 16, to Sunday, February 24. In the event of a medical emergency, I may be reached at:

(Home) \_\_\_\_\_ phone \_\_\_\_\_

(Address, including zip code).

(Cell) \_\_\_\_\_

Office \_\_\_\_\_ phone \_\_\_\_\_

(Address, including zip code)

The following is an alternate contact in the event that I cannot be reached:

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_ relationship \_\_\_\_\_

My child's Doctor is \_\_\_\_\_

Address \_\_\_\_\_

Phone number \_\_\_\_\_

My child ( . ) regularly ( . ) occasionally takes medication for the following conditions.

If none write none

\_\_\_\_\_

Name of medication(s) \_\_\_\_\_

My child is allergic to the following foods, medication, or inhalants:

My medical insurance carrier is : \_\_\_\_\_

Insurance # \_\_\_\_\_

Gabriel Gomis, Amira Soifer, and Greig Roselli are authorized by me to administer the above medications to my child. In the event that none of the above may be reached, the above mentioned chaperones are authorized to seek medical care and obtain treatment.

\_\_\_\_\_

Date.

Parent /Guardian signature

Please return the permission slip, copy of passport and \$200 for tips and chaperone costs.

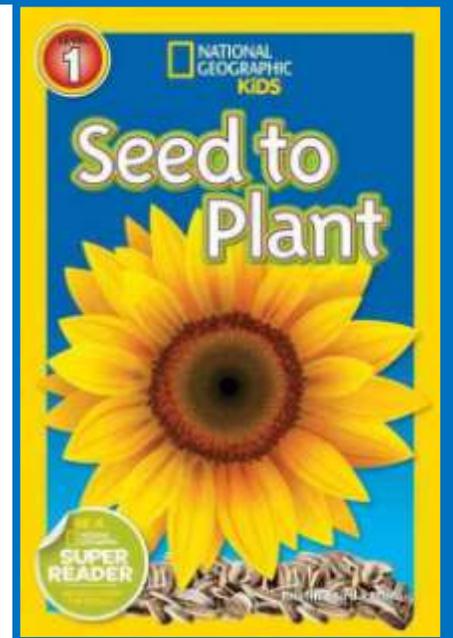


## Pre-K For All - Science

By: [Jessica Rodriguez](#) (PKFA Teacher)

During our month of May our students will be learning about "Plants". In this unit, children are able to develop a concept and awareness of what plants need to grow. Throughout the unit children will identify seeds, roots, stems, leaves, flowers, and fruit. They will plant seeds and observe as they start growing. Children will learn that plants are living things that need sun, water, air, and nutrients to grow.

Finally, they will learn how much we depend upon plants by categorizing common plant products found in our community and in their homes.



## Nursery Social Studies

By: [Carmela Knopf](#) (Nursery Teacher)

This week, Nursery enjoyed more fall activities. We went fishing for leaves and baby pumpkins using strainers and ladles in our water table. In our block center, we worked together and built a pumpkin patch with foam pumpkins. These activities helped develop our hand/eye coordination. We also dissected our class pumpkin, which the children named Coco. What great imaginations we all have! We discussed the life cycle of a pumpkin and carved it into a jack-o-lantern. We used our senses to see, smell and touch the pumpkin. We then transformed our water table into a pumpkin patch where the children went pumpkin picking. We colored an orange pumpkin and its cycle to reinforce our lesson and to take home. On the smart board, we listened to fall songs and stories. Some books we read include: It's Pumpkin Time! by Zoe Hall, Pumpkin Pumpkin Jeanne Titherington and The Legend of Spookley the Square Pumpkin by Joe Troiano.





## **Pre - Kindergarten Social Studies**

**By:** [Eileen Reyes](#) (Dean, Early Childhood)

The unit of study in the Pre-K classroom has been fall. Each center has been filled with fall materials in which the children can use as they learn about fall and develop other important skills. Working and playing cooperatively, large, and small motor control, language, basic math concepts, etc. are some of the skills being developed as students explore in each center. Fall animals, leaves, and pumpkins have been added to the *block center* so nests for hibernation, pumpkin patches, and various structures are built. Gross and fine motor skills are refined as blocks are balanced, and placed using hand-eye coordination while working in a group. Miniature pumpkins and spiders have been added to the *sand center*, so students can dig, count, compare, and sort in this sensory center. Macaroni bats were added to the *literacy center* to be used to reinforce letter recognition as they are used to trace specific letters being learned. Pumpkins, apples, and corn were added to the *dramatic play center* to encourage the children to pretend to cook, and eat these fall harvest foods as they share their ideas when discussing their imaginative play.

To follow up this imaginative play, no bake pumpkin pie was created in the *cooking center* as each child scooped, measured, poured, and stirred to make their individual pie. They used their senses as they created and ate their delicious snack. Many senses were used again as a giant pumpkin dissection was done in the *science center*. Seeds were pulled out and counted and pulp was felt as new vocabulary was introduced while exploring this pumpkin. This theme has proved to be a collaborative endeavor incorporating all centers as important skills are developed.



## **Kindergarten Social Studies**

**By:** [Lauren Yandow](#) (Kindergarten Faculty)

After our apple and pumpkin picking trip to the farm as well as our firehouse trip last week, we have continued to discuss different community helpers we see in where we live as well as different activities we engage in during the season of fall. In the block center, students took on roles as farmers by building apple orchards, corn mazes, pumpkin patches, and barns using miniature pumpkins, pipe cleaners for vines, fake corn, and our various blocks and community people. Some wanted to be customers at the farm who went apple picking and explored the corn maze. Students also created leaf piles with fake leaves for the community people to jump in and worked together to "clean up" the streets and rooftops of the leaves that had fallen. In the kitchen, students pretended to be bakers by making apple and pumpkin pies, applesauce, pumpkin muffins, apple juice, you name it!

Each week in Social Studies, we also use our globe to learn about different places around the world. One of the jobs in our classroom is to be a Geographer, and every week a different student chooses a new country for us to research and explore. We research what the land in this country looks like and how it compares to what New York City looks like, pictures of the people, their clothing, the country's population, and even different animals you might see. Students are able to make connections about their own home, community, and culture, and compare what they've learned to their own lives. This week we explored the country of Brazil, specifically the Amazon rain forest. The students noticed that the land, animals, and people are much different than what we see every day in our neighborhoods, and we discussed that the difference in climate plays a big role in that. We look forward to learning about a new country next week!



## Grades 1-3 Physical Education

By: [Michelle Ferreira](#) (Physical Education Teacher)

Class has been going great we trying to change the tag games each week which is a part of their warm ups. This week we have Bulldozers and Builders in past we have done Toilet tag, Puppy tag, Pac Man tag, and Germ tag. This week we are continuing learning how to jump but with using objects like starting off with hula hoops and then going into learning how to use a jump rope. We are breaking down the skill on how to jump rope into phases so that at the end of the week it can be put all together as one. We are also teaching the students tricks with the jump rope like double bounce, backwards, Hop, Skier, Bell, Rocker and Jogger.





## **Grade 4-6 Fine Arts - Art**

**By:** [Chris Zelles](#) (Art Teacher)

The Fourth, Fifth, and Sixth grade students just finished their Jasper John's inspired flags for international month. For this project students had to paint the flag of their origin or heritage in a Jasper John's style. For this students glued newspaper print to cardboard and painted their flag on top of that. Students were encouraged to be abstract while painting the flags (especially for the ones with symbols on them) so that gave as little detail as possible while still making the viewer able to tell what flag it is. The flags were used as décor for international night and they looked great!

Now that Halloween is almost here I thought it would be fun if the students learned about Edward Munch's The Scream. Students were taught about Expressionism and how Munch used this style to create one of the world's most recognizable paintings. For the project I modeled how to draw the painting, which was drawn on watercolor paper with pencil. The students then outlined the pencil with black sharpie maker. Lastly, they painted the drawing-using watercolor. The most challenging part of this project so far has been for the students to understand perspective and that objects must get larger the closer they are in the foreground. Overall, the paintings are coming out great and the students seem to really enjoying themselves.



## **Grade 4-6 Fine Arts - Music**

**By:** [Tom Heineman](#) (Music Teacher - Fine Arts Department, Chair)

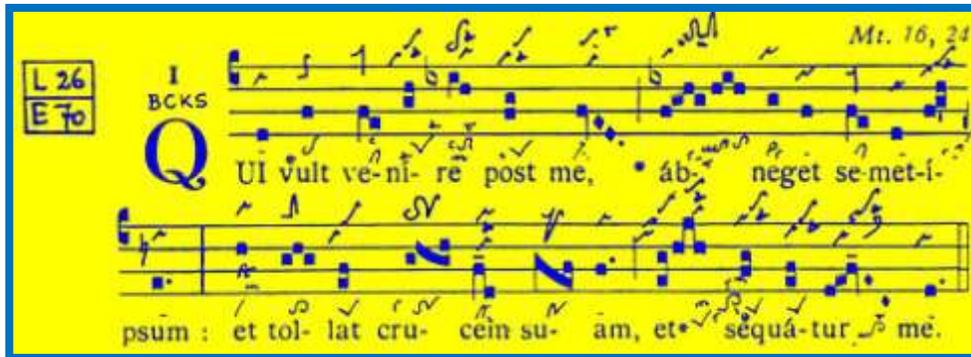
Fourth Grade students were recently engaged in a lively discussion concerning the science of sound. Students considered the question of whether we would hear or feel a large truck passing by us if we were standing along the highway. Fourth graders put forth many strong ideas which led us down several different avenues. The question, as a few of the students surmised, reflected a simple experiment we had conducted earlier in the year in which students attempted to feel the vibrations of a struck cymbal without actually touching the cymbal. Within the class dialogue, the subject of individuals who have suffered profound hearing loss came up. Student's placed their hands on the piano while it was played to attempt to feel the vibrations, just as a person who is profoundly deaf would when playing the instrument. Vibrations and the air molecules being displaced occur for any sound we hear, and therefore are also a part of music- a part of which we may have little awareness.

Students in Fifth Grade have been busy learning to read and write notes on the music staff in treble clef. They watched a portion of a documentary on the history of Western musical notation. Prior to the creation of a writing system, songs needed to be learned strictly by imitation and memorized. Individuals in the early middle ages attempted to rectify the



challenge of absorbing and retaining a great amount of music with writing systems. Students witnessed the evolution of notation from neumes, signs above the text that gave us a very general idea of pitch direction through their height above the words, to a single line as a reference point with the neumes written at heights above and below the line, to the much more precise five-line music staff we use today. Students attempted to sing a sentence of their own creation using the neumes, and will experience the limits of transmitting simple songs through a game similar to the old telephone game in the future.

As an expansion of their study of musical structure, Sixth graders will examine some fugues and a few pieces commonly associated with Halloween. One of those pieces, Edvard Grieg's *In the Hall of the Mountain King*, is programmatic, so music is meant to aurally reflect visuals. The piece, which stems from a play, depicts a chase; the music gradually increases in tempo and dynamics until it reaches its conclusion. Students can take educated guesses, based upon aspects of the music, as to what the music is attempting to portray at a given point in time.



## Grade 7 Math

By: [Sarah Blakeley](#) (Mathematics Faculty)

Today, we finished learning about scientific notation. Scientific notation is a way to write extremely large or incredibly small numbers so that they take up less space by using powers of 10. The students used their knowledge of exponents and place value to help them rewrite their numbers.

Over the weekend the students will watch an informational video about the basics of square roots. We will be starting square roots on Monday.

## Grade 8 Math - Algebra

By: [Lauren Little](#) (Mathematics Faculty)

In algebra class we just started a new chapter on operations with polynomials. This week, we worked on adding and subtracting polynomials, which the students learned is just combining like terms! Next week we will begin with multiplying polynomials with monomials and then move to multiplying polynomials with polynomials.

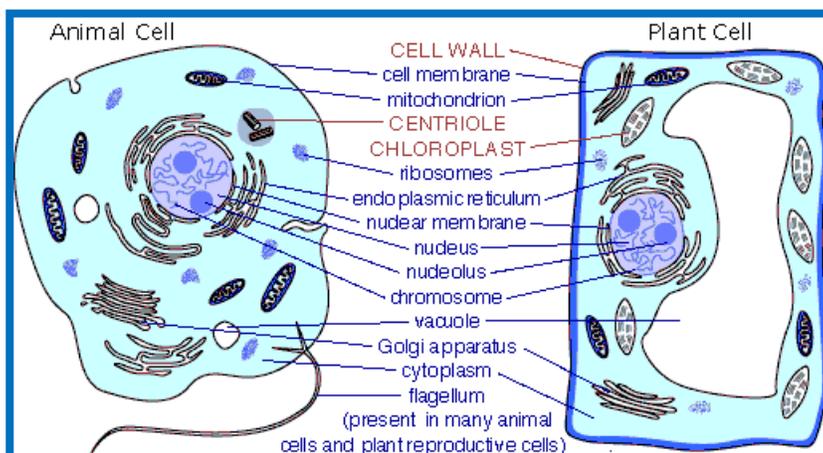
In Algebra Honors, we are working on solving equations. Last week, we played a Bingo in class game in class where the students had to solve an equation to determine if the number was on their Bingo card. They loved it, they didn't want the class to end and kept asking for one more problem! We have spent the last couple of days on word problems, where they have to translate a word problem into an algebraic equation, then solve. These types of problems are great because they show the students real world applications of algebra.



## Grade 9 Science

**By:** [Lou Albano](#) (Science Faculty)

Our ninth grade class has been thoroughly studying the basis of living things- a cell. Students have retraced the historical evolution of the plant and animal cell. Beginning with Anton van Leeuwenhoek who first observed cells using a primitive magnifying device to Robert Hooke, who first coined the word "cell" to Rudolf Virchow who composed the cell theory.



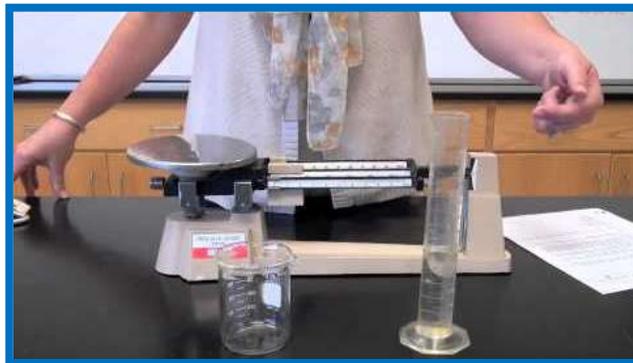
The cells were dissected by understanding its organelles. Plant and animal cells were compared and contrasted. Further class time was spent discussing the movement of materials into and out of the cell. Diffusion, active transport, and osmosis were terms that were identified and discussed. A lab activity is being demonstrated by using decalcified eggs and their ability to absorb or release water by means of hypotonic or hypertonic solutions. Students are valiantly working to expand their knowledge of cellular Biology.

## Grade 10 Chemistry

**By:** [Marlene Dapice](#) (Science Faculty)

Students in chemistry class have been busy learning about significant figures and their importance to measured values. Significant figures play a role in determining to what place value a reading should be made when using instruments such as triple-beam balances and graduated cylinders.

Data gathered during laboratory exercises is mathematically analyzed and reported according to a prescribed set of rules pertaining to significant figures. In addition, calculations done involving, for instance, density or unit conversions, must also follow the rules set forth. It is a new way of thinking for students, but they are gaining more confidence in their problem-solving savvy as time passes.



## Grade 11 and 12 English

**By:** [Christopher Vallario](#) (English Faculty)

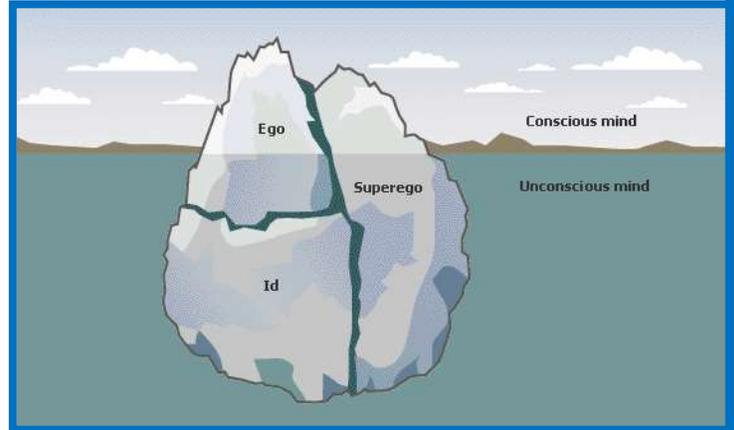
On Monday, I had the pleasure to begin teaching here at Garden. Thank you to Dr. Marotta, the faculty and students for welcoming me with open arms. Shakespeare and other works and creative writing are the literature electives for the 11th and 12th grade. In this week's play writing class, we read Tarell Alvin McCraney's *In the Red and Brown Water*, and the students articulated their own similarities and differences. One student could not believe that the characters were the same age as him, as they depict a life without access. They all agreed that it read much more gracefully than Titus Andronicus. For creative writing, we focused on composing a short short story, as we read Jerome Stern's *Micro Fiction*, and at just 250 characters, it was challenging even for texting-pros.



## Grade 11 and 12 English

By: [Amira Booth-Soifer](#) (English Faculty)

The 11th/12th Grade English elective “Psychology Through Literature” is off to a fantastic start. The students began the year by learning about Freud, Jung, psychoanalysis, and the three aspects of the psyche (id, ego, and superego). Students both created visual representations of the three aspects of the psyche, and used their knowledge to psychoanalyze characters from “The Simpsons” and “Where The Wild Things Are.” Students later wrote and performed skits incorporating psychological ideas as well.



We are now about halfway through the novel “Middlesex” by Jeffrey Eugenides, which won the Pulitzer Prize in 2003. “Middlesex” is a sweeping narrative that covers stories of immigration, family ties, community, urban and suburban life, the 1960s and 1970s, life as an expatriate, and gender, all while delving into a number of psychological issues. Students recently completed their first draft of an essay analyzing the neuroses of a character of their choosing, offering possible solutions and positing various outcomes. The class discussions have been quite lively and intense, with the students consistently engaging with and looking at the material from new and different angles and being able to form opinions and present them thoughtfully from a variety of perspectives.

In the 11th/12th Grade English elective “Women in Literature,” students first surveyed and “checked” their own notions of gender and how it affects the writing and interpretation of literature.

After learning some background information about the Iranian Revolution, the students began reading “Persepolis,” a graphic novel which is a coming-of-age novel, a memoir of the Iranian Revolution, and a work written by a female author. Students explored the differences in writing styles and presenting information between “classic” novels and graphic novels, including working on creating their own “graphic novel” presentation of a particular story. We continue to read through “Persepolis” and discuss how personal experience and history are connected. I look forward to hearing more wonderful ideas and having energetic discussions with the “Women In Literature” class as the semester continues.

